

CHESNEE HIGH

795 South Alabama Ave.
Chesnee, South Carolina

Grades	9-12 High School	
Enrollment	639 Students	
Principal	Thomas E. Ezell	864-461-7318
Superintendent	Dr. Scott J. Mercer	(864-578-0128)
Board Chair	Connie Smith	(864-574-4275)

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Average	Below Average
2009	Average	At-Risk
2008	Good	Good
2007	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
12	9	21	0	1

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	72.5%	75.8%	85.1%	75.4%	77.8%	76.5%
Passed 1 subtest (%)	17.6%	12.7%	7.8%	13.0%	11.5%	13.7%
Passed no subtests (%)	9.9%	11.5%	7.1%	11.7%	10.9%	10.4%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	92.7%	90.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	171	176	274	277
Number of Graduates in Cohort	136	136	194	191
Rate	79.5%	77.3%	71.4%	72.7%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	171	N/A	271
Number of Graduates in Cohort	N/A	136	N/A	193
Rate	N/A	79.5%	N/A	70.6%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	86.6%	75.6%
English 1	67.3%	62.3%
Biology 1/Applied Biology 2	78.8%	64.4%
Physical Science	63.5%	55.0%
US History and the Constitution	48.4%	42.7%
All Tests	67.6%	60.0%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=639)				
Retention rate	5.0%	Down from 7.8%	3.7%	3.4%
Attendance rate	98.8%	Up from 94.9%	95.3%	95.0%
Served by gifted and talented program	11.9%	Up from 10.0%	13.9%	12.4%
With disabilities other than speech	10.1%	Down from 13.9%	10.6%	9.9%
Older than usual for grade	6.9%	Down from 7.5%	7.4%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.9%
Enrolled in AP/IB programs	32.3%	Up from 16.8%	12.0%	13.0%
Successful on AP/IB exams	52.7%	Down from 53.6%	46.0%	51.7%
Eligible for LIFE Scholarship	33.6%	Up from 31.7%	30.1%	30.1%
Annual dropout rate	2.3%	Down from 2.9%	2.9%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	3.0%	2.9%
Enrollment in career/technology courses	292	Down from 294	372	419
Students participating in work-based experiences	96.2%	Up from 67.1%	12.3%	7.2%
Career/technology students attaining technical skills	93.2%	Up from 90.0%	81.4%	83.0%
Career/technology completers placed	N/A	N/A	98.4%	98.4%
Teachers (n=41)				
Teachers with advanced degrees	68.3%	No Change	60.3%	61.1%
Continuing contract teachers	85.4%	Up from 80.5%	81.6%	80.6%
Teachers returning from previous year	93.2%	Down from 93.3%	87.4%	86.5%
Teacher attendance rate	96.3%	Up from 94.2%	95.5%	95.5%
Average teacher salary*	\$47,293	Down 5.0%	\$46,880	\$46,884
Professional development days/teacher	10.5 days	Up from 9.8 days	10.6 days	10.0 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	26.0 to 1	Down from 26.1 to 1	26.7 to 1	26.5 to 1
Prime instructional time	93.8%	Up from 88.0%	89.4%	89.3%
Dollars spent per pupil**	\$9,640	Up 20.9%	\$7,923	\$7,804
Percent of expenditures for teacher salaries**	51.2%	Up from 47.5%	57.2%	58.0%
Percent of expenditures for instruction**	52.4%	Up from 51.7%	60.9%	60.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.6%	Up from 82.6%	97.6%	97.3%
Character development program	Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	151	92.7%	748	67.6%	171	79.5%	No
Gender							
Male	80	90.0%	385	69.4%	96	81.3%	N/A
Female	71	95.8%	353	66.9%	75	77.3%	N/A
Racial/Ethnic Group							
White	129	93.0%	623	68.5%	144	78.5%	N/A
African American	19	94.7%	90	65.6%	21	85.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	21	66.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	19	63.2%	69	34.8%	20	60.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	21	61.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	80	90.0%	467	61.9%	73	65.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

REPORT FROM THE PRINCIPAL

Chesnee High School 2010-2011

We have had another successful and exciting year at CHS. Our teachers, students, parents, and community have all worked together to make this year the best it could be.

Emphasis on reading and literacy in all areas has already increased our success rate across the curriculum.

Having a literacy coach to work with teachers and students has made a major difference in addressing different teaching strategies.

The Guidance Department and our Career Development Specialist will be continuing the career cluster meetings again this year. Many of our students are actively pursuing information and careers because of these meetings. This program will be expanded.

Our Guidance Department is also assisting students in test-taking strategies for success on ACT, SAT, and PSAT. We will continue to offer College Readiness for students planning to attend college.

We are moving forward with our implementation of the High Schools that Work program to maximize student achievement and success on an academic, economic, and social level. As the economy continues to change, we must also change some of our approaches in preparing our students for the workforce and their future. We will be offering a new course in Financial Basics and Management to offer students the opportunity to learn sound financial management strategies.

Once again, our Beta Club has won state recognition on a local and state level. We are proud to say that our State Beta Club Vice President is a Chesnee High School student.

We are finished with construction for the time being. The new wing, auditorium, and teacher work areas have already made a big difference. We have also expanded the nurse's area to include an isolation area and the guidance area to accommodate testing, counseling, and computer access. While we still have some classrooms in outside buildings, we are working to make progress to accommodate all students. Due to overwhelming need for additional parking, we will begin work on an additional parking lot to the side of the main entrance of the school this summer.

Our challenges and goals remain the same; to make sure each student achieves success at Chesnee High School and to make sure each student is prepared to become a contributing part of society.

We will continue efforts to lower our dropout rate and we need to increase our attendance rate. These are areas that have shown improvement but still need our attention. We need students, parents, and guardians to realize the importance of being in school every day.

Our EOC (end of course) scores were exceptionally good this year. This means we are on the right track with our programs. We are continuing to raise our educational standards and our performance by emphasizing the necessity of a solid high school education.

Thomas E. Ezell

Principal, Chesnee High School

Melissa Andrews, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	109	11
Percent satisfied with learning environment	100.0%	81.7%	72.7%
Percent satisfied with social and physical environment	100.0%	87.2%	72.7%
Percent satisfied with school-home relations	94.3%	89.0%	63.6%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

No

This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.9%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	156	98.7	8.6	28.5	30.5	32.5	70.2	70.4	68.0	Yes	Yes
Male	83	97.6	11.3	32.5	35.0	21.3	65.0	66.7	63.1	N/A	N/A
Female	73	100.0	5.6	23.9	25.4	45.1	76.1	74.6	73.1	N/A	N/A
White	135	98.5	7.7	27.7	28.5	36.2	71.5	74.6	79.4	Yes	Yes
African American	18	100.0	16.7	27.8	50.0	5.6	61.1	50.0	51.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	90.5	83.2	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.1	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	17	100.0	52.9	29.4	11.8	5.9	29.4	12.3	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	56.8	45.1	I/S	I/S
Subsidized meals	93	97.8	13.6	35.2	28.4	22.7	60.2	58.2	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	156	98.7	13.9	20.5	39.7	25.8	72.8	68.1	62.3	Yes	Yes
Male	83	97.6	16.3	20.0	41.3	22.5	72.5	69.2	61.4	N/A	N/A
Female	73	100.0	11.3	21.1	38.0	29.6	73.2	66.8	63.2	N/A	N/A
White	135	98.5	10.0	20.8	43.1	26.2	76.9	72.1	75.3	Yes	Yes
African American	18	100.0	44.4	11.1	22.2	22.2	50.0	51.9	42.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.7	84.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	48.8	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	17	100.0	52.9	35.3	11.8	N/A	23.5	12.3	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	54.1	47.1	I/S	I/S
Subsidized meals	93	97.8	19.3	23.9	35.2	21.6	62.5	57.0	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	156	97.4	46.1	23.7	18.4	11.8	30.3	N/A	N/A	N/A	N/A
Male	83	97.6	45.7	23.5	18.5	12.3	30.9	N/A	N/A	N/A	N/A
Female	73	97.3	46.5	23.9	18.3	11.3	29.6	N/A	N/A	N/A	N/A
White	135	98.5	42.9	24.1	20.3	12.8	33.1	N/A	N/A	N/A	N/A
African American	18	88.9	68.8	18.8	6.3	6.3	12.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	17	82.4	92.9	7.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	93	95.7	57.3	20.2	11.2	11.2	22.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

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N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	158	99.4	15.8	37.7	25.3	21.2	56.8	67.2	65.9
	2011	156	98.7	8.6	28.5	30.5	32.5	70.2	70.4	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	158	99.4	19.9	29.5	28.8	21.9	60.3	64.3	62.3
	2011	156	98.7	13.9	20.5	39.7	25.8	72.8	68.1	62.3

* Adjusted to account for natural variation in performance.